DOCUMENT RESUME

ED 279 427 PS 016 385

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TITLE Latchkey Children.
PUB DATE 18 Nov 86
NOTE 33p.; Exit Project, Indiana University at South Bend.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *After School Programs; Annotated Bibliographies; *Childhood Needs; Elementary Secondary Education; *Latchkey Children; Literature Reviews; Program Effectiveness; *Quality of Life; *School Age Day Care; *School Role

ABSTRACT

To increase educators' awareness of the plight of latchkey children, this study reviewed literature concerning the negative and positive effects experienced by latchkey children. Also examined were possible solutions to the problem through techniques, guidelines, and existing programs. The first section of the review provides 12 annotated citations of research on the effects of self-care. The second section presents 15 annotated citations of research and working programs being used to solve the latchkey problem. A summary of findings indicated that (1) children left in self-care may experience both negative and positive effects; (2) the environment in which a child lives has a great effect on the positive or negative factors the child experiences; (3) increased after school care for children is needed to alleviate the latchkey problem; (4) parents' choice of preferred program depends on cost, availability, and location; and (5) the use of school-based programs were seen as the logical way to utilize existing facilities. (RH)

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LATCHKEY CHILDREN

by

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Study Directed

by

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Submitted in partial fulfillment of the requirements
for the course E591--Exit Requirements
Indiana University at South Bend
November 18, 1986

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STATEMENT OF THE PROBLEM

The increased number of working mothers, and the growing number of single-parent families are two changes that have created the latchkey problem which is currently facing our nation and its communities (Morelock 1985:3). Research has found that these unsupervised youngsters numbering in the millions constitute one of the real areas of concern in our society (Stewart 1981:7). The need for school-age child-care is rapidly gaining the attention of educators, law enforcement personnel, community leaders, and government officials (Morelock 1985:3). In this paper the discussion will be on the effects of self-care, and what is being done to alleviate the problem.

PURPOSE OF THE STUDY

The purpose of this study was to increase educators' awareness to the plight of latchkey children. This study looked at research, studies, and literature pertaining to the negative as well as positive effects experienced by latchkey children. It was also intended to examine possible solutions to the problem through techniques, guidelines, and existing programs.

ORGANIZATION OF THE STUDY

This study was organized into two sections. The first section presented research on the negative and positive effects that self-care has on latchkey children. Section two presented research as well as working programs that are being used to help solve the latchkey problem.

The annotated bibliographies were reported from professional journals, research articles, and books. The information was written in an annotated form. Entries on each article were alphabetized.

LIMITATIONS

The limitations of this study were in the lack of research done on the topic. Most researchers agreed that further studies need to be done in this field. Long and Long found discrepancies regarding the number of children left in self-care (Long and Long, Latchkey 1983:19). Fosarelli suggested that future research should be based on larger samples of supervised and unsupervised children. A

longitudinal study from early childhood through adolescence was also suggested to assess the long-term effects on personality development associated with being a latchkey child (Fosarelli 1984:177).

Further studies examining the environment or the community in which these children lived were suggested. Galambos and Garbarino suggested that future research should examine the different types and various aspects of communities to determine the effects on latchkey children. Several researchers agreed that environment did play a distinct role in determining the negative or positive effects on latchkey children (Long and Long, Latchkey 1983:18, Galambos and Garbriano 1982:5). However, no empirical research has been done.

DEFINITION OF TERMS

independent - not looking to others for one's opinions or for guidance of one's conduct (Webster:255).

isolation - a relatively homogeneous population separated from related populations by geographic, biologic, or social factors or by the intervention of man: an individual socially withdrawn or removed from society through rejection of or incapacity for interpersonal relationships (Webster:271).

latchkey - a metaphorical term used especially during World War II to describe children who were given the door keys of their homes and who fended for themselves while their parents worked (Good:95).

SACC - school age child care (Seligson:34).

self-care - care for oneself (Webster:2059).

self-reliant - not dependent on others; having confidence in and exercising one's own powers or judgement (Webster:2016).

sibling care - care for a child by older brothers or sisters (Long and Long, Latchkey 1983:159).

socialization - the process by which a human being beginning at infancy acquires the habits, beliefs, and accumulated knowledge of his society through his education and training for adult status (Webster:2100).

3:00 syndrome - interruptions experienced by working parents at their place of employment once their children arrive at home after school (Emlen:11).

SECTION I

Adams, Diane and Rhea Strupp, School-Age Child Care Parent Survey, Final Report, Eric, ED 251180, April, 1985.

In this study parents from the Madison, Wisconsin Metropolitan School Districts were surveyed to gather information on parental employment and child-care arrangements. Attitudes about the kinds of support that should be made available for school age children were also included. The study also presented parents' opinions about the age when they felt children could be safely left alone. A total of 7,437 questionnaires were sent out to parents in the districts' 27 elementary schools. 2,914 forms were completed and tabulated for the school system. It was found that one-sixth of the children cared for themselves after school. It was also found that the number increased with the grade level - from 5% of the kindergarten children to 35% of the fifth graders. Parents' views on when their children were old enough to stay alone depended on various factors such as: child's maturity, ability to handle emergencies, and security of the neighborhood.

Emlen, Arthur C., When Parents Are at Work: A Three Company Survey of How Employed Parents Arrange Child Care, Eric, ED 230265, October, 1983.

Three companies in Washington D.C. were sent a four-page questionnaire regarding job and family characteristics, types of and satisfaction with child-care arrangements, future child-care plans, and time and distance traveled for child care. This study found that 34 percent of the parents were using self-care on an average of 15 hours per week as their major source of care for their children. This was the highest form of care according to the survey. One third of the parents who relied on their children to look after themselves had mixed feelings about it. They felt guilty and worried about the damaging effects this would have on their children. Fear and loneliness were two of the effects that these parents mentioned that bothered their children the most. Other parents felt that it helped to build self-reliance, and gave the children needed time to be alone. The statistics also showed that parents who left their children in self-care had less absences from work. However, these parents had more interruptions after 3:00 p.m. due to telephone calls. This was referred to as the 3:00 syndrome.

Fosarelli, Patricia D. "Latchkey Children," Journal of Developmental and Behavioral Pediatrics, 5:4, 173-177, August, 1984.

This report provided summaries of other studies on the latchkey issue. It included statistics on the number of and ages of children involved and the hours per day that they remain without parental supervision. The author suggested that future research should be based on larger samples of supervised and unsupervised children. Children of various ages, ethnicities, races, and geographic locations should be used as samples. A longitudinal study from early childhood through adolescence would be required to assess the long-term effects on personality development associated with being a latchkey child. Also mentioned were possible solutions for these children and parents such as: flex time for working parents, after-school programs, and church-sponsored programs. Other alternatives such as decals for windows of families where an adult is home after school, telephone services, and survival skills could be useful in aiding the latchkey problem.

Galambos, Nancy L., and James Garbarino, Identifying the Missing Links in the Study of Latchkey Children, Eric, ED 222273, 1982.

In this study questionnaires were sent out concerning child care arrangements to 461 parents of third, fifth, and seventh graders in a rural school district. Thirty three percent of the questionnaires were returned and children were selected on the basis of their child care arrangements. This study included data on only the fifth, and seventh graders because of a complete absence of latchkey children in the third grade. The children were put into three groups: 1) 21 children who were unsupervised before, and after school, and whose mothers worked outside the home, 2) 29 children with working mothers who reported continual adult supervision, 3) 27 children who were supervised by their non-employed mothers. Teachers in the schools administered tests to measure the children's school adjustment. The results were completed at approximately the same time the subjects participated in the study. The results of this study suggested that in a rural area that is relatively free from crime, latchkey children are not any more or less socially or academically less adjusted than children who are regularly supervised. The author suggested that future research on latchkey children should examine the different types and various aspects of communities to determine the effects on latchkey children.

Harris, Louis, and Others, Families at Work: Strengths and Strains, The General Mills American Family Report 1980-1981, Eric, ED 212370, 1981.

Harris conducted a survey on American Families for General Mills, Inc. The sample of 1,503 adult family members was drawn from the civilian population over age 18 residing in the United States. All interviews were conducted by telephone, using a procedure known as random-digit-dialing. The results showed that almost twice as many respondents thought that the effect of both parents working outside the home was negative. The reason most often cited for this negative effect on families concerned the belief that children needed stronger parental guidance, supervision, and discipline than could be provided when both parents were working. Positive effects were that the children became more self-reliant and independent.

Long, Thomas J., and Lynette Long, Latchkey Children, Eric, ED 226836, July 1983.

This article was a review of current research dealing either directly or indirectly with school-age latchkey children. The authors found there was a clash between the consensus of research writing and common public opinion. In this article the authors used Zucker's definition (1944) of latchkey to show that little has changed in 40 years. This review found discrepancies regarding the numbers of children left in self care. "Are latchkey children at risk?" According to the authors, 30 percent of the latchkey children who were home alone and 20 percent who were left in sibling care expressed unusually high fear levels. The most common fear was that someone would break into the house. Other fears included: fear of noise, of darkness, of rain and thunder, or of animals crying or barking. Fear levels were found among all latchkey children. However, the frequency was less among children from more affluent suburban settings. The authors suggested that environmental factors play a distinct role in determining the positive or negative effects of the latchkey experience.

Long, Thomas J., and Lynette Long, Latchkey Children: The Child's View of Self Care, Eric, ED 211229, 1981.

This article presented findings in terms of differences between latchkey children left alone and latchkey children left with siblings. It discussed the differenaces between unsupervised and supervised children. Also included were the importance of keys, chores, illness, and fears. Eight conclusions were presented: 1) 1 out of every 3 black urban elementary children are possible latchkey children; 2) 40% of these children reside in single parent homes; 3) average time left in self-care is 2-3 hours a day 5 days a week; 4) carrying of a house key is a usual sign for latchkey children; 5) parents who leave only one child home alone convey greater safety and survival skills than do parents who leave more than one child home; 6) the socialization and play of latchkey children is seriously curtailed; 7) fear levels are higher for latchkey children; 8) fear levels could be reduced by providing a pet for the child, as well as a close parent-child relationship.

Long, Thomas, and Lynette Long, The Handbook for Latchkey Children and their Parents: A Complete Guide for Latchkey Kids and Their Working Parents, Eric, ED 243569, 1983.

This book focused on children between 6 and 13 years of age. It described both the negative and positive aspects of the experiences of latchkey children and the projected consequences. This handbook discussed the problems of latchkey children in great depth. It dealt with the scope of the problem of children who are left alone. It also focused on children's experiences of being left alone and described some of the developmental consequences of isolation. The handbook discussed stress, parent-child relationships, long-term impact of self-supervision, positive aspects of self-supervision, community programs and parental guidelines for leaving children in self-care.

Medrich, Elliot A., and Others, The Serious Business of Growing Up: A Study of Children's Lives Outside School, Berkley University of California Press, 402 pp., 1982.

This book was based on the Children's Time Study Survey, which was a five-year research project started in 1973. It examined how eleven- and twelve-year olds in Oakland, California, used their time out of school. Three fourths of the sample reported that they went home from school whether an adult was there to supervise them or not. Television was the major form of entertainment used to fill most of the children's time before their parents returned home. Also discussed were parents' views on after-school care for their children. Mothers expressed guilt for leaving their children unsupervised after school while they were still at work. Their major concern was that their children would get into trouble (i.e. shoplifting and/or vandalism).

Rooney, Teresa, Who Is Watching Our Children? The Latchkey Child Phenomenon, Eric, ED 243598, September, 1984.

This report dealt with the latchkey problem and discussed possible effects that the situation may have on the physical and psychological well-being of children. It was found that the latchkey lifestyle of isolation and loneliness had a great detrimental effect on children who are under 12 years of age. The three general categories of effects that were discussed were: physical risks, short- and long-term emotional effects, and negative impact on the community (i.e. delinquency). Physical risks may be more common to latchkey children because they are bored and lonely and tend to experiment with things such as matches when they are unsupervised. It was also mentioned that these children face a higher rate of abuse, neglet, and sexual assault by older siblings. The emotional impact depends upon the age and maturity level and the environmental conditions of each child. This article also mentioned that latchkey children were more prone than supervised children to delinquent behavior according to information from juvenile justice officials.

Stewart, Martha, Children in Self-Care: An Exploratory Study, Eric, ED 224604, May 1981.

This study investigated before- and after-school arrangements for third and fifth grade students attending Newington Elementary School in Summerville, South Carolina. Questionnaires were sent home to the parents regarding satisfaction levels of parents and children using self-care. Ten students at each level were interviewed regarding such aspects of the time they spent alone: activities, rules, contact with parents, emergency instructions, and satisfaction with the care arrangements. Results for positive, and negative effects of self care are shown below.

	Negative				Positive	
	Sibling Fights	Miss Parents	Strangers	Bored	Like Inde-pendence	Enjoy Siblings
Third Grade (N=10)	40	20	50		40	20
Fifth Grade (N=10)	60		30	20	40	30

Woods, Merilyn B., "The Unsupervised Child of the Working Mother." Developmental Psychology, 6:1, 14-25, January 1972.

This study was conducted on 108 fifth-grade children of employed mothers in the black ghetto of North Philadelphia. Psychological tests were given, and other information was gathered from teachers and school records. Thirty eight of the mothers were interviewed. Results indicated that more girls than boys were left unsupervised, and that the mothers' full-time employment was an influence on these girls' lowered cognitive development. Results also found that the unsupervised children were not: distinguishable to teachers, were not more delinquent, and did not have any more absences or tardies than those of the supervised children. This study revealed that among low income children, the mothers' attitude towards their work and children's care roles, and the quality of the mother and child relationships and the substitute care arrangements she made, were positively related to the childs scholastic achievement, I.Q., and personality adjustment. The mothers that were interviewed felt however, that increased provisions for day care would be of great help to them as well as their children.

SECTION II

Cramer, James P., Elenor Felker, and Margaret Lucas, Latchkey: Developing Child Care Programs Through Community Resources, Eric, ED 153712, 1977.

This guide for providing after-school care was aimed directly at the public schools. Keeping schools open year round was seen as a way of maximizing the use of the tax supported schools. The problem of transportation would be alleviated since the children would already be in the schools and the utilization of facilities such as classrooms, gyms, and playgrounds would be available. Success for this type of program would be dependent upon cooperation among administration, teachers, and the custodial staff. Parent advisory groups were also mentioned as a key to a successful latchkey program.

Frenza, Mary, Selected Issues in Elementary Guidance, Eric, ED 260368, January, 1984.

In this article, ways were discussed in which schools and counselors could help latchkey children in dealing with their situation. Group and individual counseling sessions for the children to express and deal with their fears as well as survival skills training were mentioned. Basic child care development instruction for older children left in charge of younger siblings as well as parent education programs were suggested. After-school programs and call-in lines were two ways that the schools could also help alleviate the latchkey problem.

Hamilton, Trudy, and Others, Vocational Recreational Programs for "Latchkey Kids," Eric ED 260231, January 1986.

This report described a project used by the Winnebago Community School Corporation in which child-care students served as leaders in after-school recreational programs for latchkey children. The child-care students went through a training course taught at the high school to prepare them as leaders. They worked at the grade schools on a weekly basis from 3:30 p.m. to 6:00 p.m. with first through fifth grade children. They were paid $4.00 a day for their work. The following items were included in the process manual: a list of descriptive terms, steps in setting up a latchkey program, a list of community resources, lesson plans, and a letter to latchkey program developers.

Levine, James A., Day Care and the Public Schools: Profiles of Five Communities, Newton, MA, Education Development Center Inc., 1978.

This book described public schools' involvement in before- and after-school child care in Oakland, CA; Brookline, MA; Atlanta, GA; Austin, TX; and Pickens County, SC. Each program represented a different type of school involvement with day care. In some programs, the schools were a provider of district services; in others, the schools entered into a partnership contract with parents or community-controlled non-profit groups. The author emphasized the need for balance between the service providers (schools) and parental involvement. The arrangements for day care need to be worked out from community to community, based on the capability, and influence of the schools, other agencies, and parents.

Long, Thomas J., Working Parents, Schools, and Children in Self Care, Eric ED 238552, 1983.

This article focused on the need for before- and after-school care for the millions of unsupervised school-age children. Parental attitudes concerning the types of choices they made for child care arrangements as well as children's feelings and attitudes concerning the latchkey issue were discussed. Also included were ways that schools are or are not meeting the needs of latchkey children, as well as federal initiatives associated with the problem. The author concluded that the most promising solution is the coordination of the school calendar with parents' work schedules. This would include lengthening the school day and year or shortening parents' work year, week, or day.

McCurdy, Jack, "Schools Response to Latchkey Children," The School Administrator, 42:3, 16-18, March 1985.

This article discussed the role of schools in solving the latchkey problem. Pros and cons on the subject of the schools' responsibility were discussed. Schools have the facilities, the knowledge, and the experience in working with children, parents, and professionals. Programs in the schools would be convenient since the children would already be there. It could help build community support for the schools and put underused buildings to use. It could also attract students to districts where enrollments have declined. Some of the obstacles discussed were the intrusion of the government into family matters, the possibility of higher taxes, increased responsibility for the schools, and a loss of monies from the regular school operations.

McKnight, Judy, and Betsey Shelsby, "Checking In: An Alternative for Latchkey Kids," Children Today, 13:3, 23-25, May-June, 1984.

This article described a pilot program for latchkey children in Fairfax, Virginia, that started during the 1983-84 school year. This program offered different alternatives to latchkey children. It provided flexible care and supervision for older elementary and junior high school children. With parental permission the children could spend time in their own homes, visit friends, play in their neighborhoods, or attend after-school community activities. Contracts were drawn up by parents designating exactly how much freedom and responsibility their children were to have. Each child's day care plan was different, based on the needs, interests, and routines that were decided on at the conference between the parent, provider and child. Information was also included on setting up future check-in models in other communities.

Morelock, Linda L., Latchkey: A Model School-Age Child Care Program Operated in the Public Schools, Eric, ED 259828, December, 1985.

This article focused on the Pinellas County, Florida, Latchkey program for school-age children. Discussed in the article were the background of the project as well as the program's goals and objectives. Also included were site development, interrelationship with the public school system, developmental components of the Latchkey curriculum, and the cost effectiveness of the services provided. This program operates in two Florida county school systems at no cost to the public school. The schools provide the building with no rental or space cost. The principal has no direct responsibility for the program, but acts in a coordinating role with the Center Supervisor. The Latchkey program also provides liability insurance naming each school site as an additional insured.

Seligson, Michelle, and Others, School-Age Child Care: A Policy Report, Eric, ED 242433, August, 1984.

This report addressed school-age child care (SACC) policy and focused attention on various programs that offer children a predictable and safe environment of care and informal learning. Section 4 discussed the special role of the public schools. The positive arguments for school involvement were: SACC could help to maintain or increase enrollments; to utilize empty classrooms and gymnasiums; to decrease vandalism and delinquency; and as a possible solution to aid in desegregation. Problems with SACC fell into three categories: 1) resistent attitudes; 2) problems of operation; and 3) the absence of school policy.

Stickney, Fred, Latchkey Care for Kids: A Guide For a Successful Child Development Program." Eric, ED 255689, 1981.

Guidelines were provided on starting, operating, and maintaining school age child care programs. Also discussed were enrollment procedures, director's job description, facilities and space, program objectives, parent participation, program budget, and evaluations. A list of reading materials for operating these programs was also included.

Stroman, Suzanne Higgs, and Eleanor R. Duff, "The Latchkey Child: Whose Responsibility?" Childhood Education, 59:2, 76-79, November-December, 1982.

This article discussed the traditional description of latchkey children and their problems. It pointed out that this is not a new phenomenon. The plight of "door key" children first came to attention in 1943 at the Annual Meeting of the American Association of School Administrators. These children were the by-product of American wartime effort. Also discussed was the magnitude of the current latchkey problem. Statistics were cited from the Census Bureau, labor force, and employment status figures. The figures have risen sharply in the last 10 years. Excluded from this estimate were the thousands of children who were not attending school yet. This article called for greater support from the business leaders in providing flex time schedules for working parents. The need for more organized community programs such as after school care, community sponsored programs, church-operated child care, and family day care were suggested.

Strother, Deborah Burnett, "Latchkey Children: The Fastest-Growing Special Interest Group in the Schools," Phi Delta Kappan, 66:4, 290-293, December, 1984.

This article stressed the role of the schools in helping to solve the latchkey problem. School based programs would have positive, as well as negative, factors to deal with. The author suggested that school based programs could help build parental support, attract students to the public schools, put empty classrooms to work and reduce vandalism. Negative aspects included the administrators' and teachers' confusion about the schools' responsibility. Issues such as heavier professional workloads, tax increases to pay for the school based program, and legal and policy issues concerned teachers and administrators.

Turner, Pauline H., and Richard M. Smith, "Single Parents and Day Care," Family Relations, 32:2, 15-26, April, 1983.

This study assessed the day care needs of single-parent homes. The sampling was done with 252 single parents with dependent children. It was diverse in terms of age, income, educational level, and numbers and ages of dependent children. This study found that single parents need a number of services that are not available in most communities such as: forms of counseling, child care enrichment, after school programs, and parent education. One third of the children of this study were found to be latchkey children. The findings suggested that some parents saw no need for supervision of their school age children, or that convenient, affordable facilities were available or known to them. It was also mentioned that it was essential for day care to provide emotional and intellectual stimulation in addition to physical care in order to assist the parents in caring for their children. Such intervention and support efforts would help in reducing the stress and anxiety for both parents and children.

U.S. Congressional Senate, Child Care: Beginning a National Initiative, 98th Congress, 2nd Session, Epic, ED 261760, April, 1984.

This hearing examined problems and offered solutions related to working parents' need for day care services. Testimony focused on 1) research findings; 2) day care options; after school care and latchkey children; 3) the need for public funding for day care; 4) problems of working mothers; 5) the formation of family day care; 6) programs for mothers who stay home; 7) myths about child care; 8) finding adequate babysitters; 9) regulation on family day care; and 10) innovative policies in Europe. Testimony revealed reasons that parents made the choices for day care because many programs were not available, conveniently located, or cost was a problem. Solutions that were offered were more day care and after school programs to be set up by the public schools, or the private sector. The cost of these programs was to be determined by a sliding scale commensurate with a persons income.

U.S. Congressional Senate, School Facilities Child Care Act, 98th Congress, 2nd Session, Eric, ED 254317, April, 1984.

This hearing, which was conducted in Pinellas County, Florida, concerned school-age child care. Pinellas County has the largest after-school program for children in the United States. Oral testimony was given by eight children who attended the Pinellas Latchkey Program as well as by representatives of the Florida Parent Teacher Association, Campfire, and The American Bar Association. The hearing's testimony stressed the need for government-supported school-age child care for families who can't afford child care and who leave their children unattended while parents work. Potential benefits of the proposed bill were to help finance school-age day care in the public schools. These benefits included increased stability of the work force and the reduction of children's risk due to emotional problems, discipline problems, academic problems, accidents, and sexual victimization.

SUMMARY

Research has found that children left in self-care may experience both negative and positive effects on their lives. Several negative effects on latchkey children were cited by researchers. Children who routinely stayed home alone were found to have increased levels of fear, lonliness, and boredom (Long 1981:29). It was also found that the socialization of these latchkey children was seriously curtailed by their experience (Long and Long 1981:26). Findings also showed that more girls than boys are left in self care. As a result of the mother's work, it was found that these girls had a lower cognitive development (Woods 1972:17). To help ease the loneliness and boredom that these children experience, they rely on televisions and telephones. Television was found to be the major source of entertainment for latchkey children (Medrich:236). The telephone becomes a lifeline between latchkey children and parents. The 3:00 syndrome is prevalent in most companies where mothers wait to hear that their child has arrived home safely (Emlen 1983:11).

Positive effects from the latchkey experience were also found in research. Many parents felt that staying alone helped their children to become more self reliant, independent, and mature (Emlen 1983:40, Harris 1981:71, and

Stewart 1981:7, Long and Long, Handbook 1983:196). Self-care also gave the children needed time alone for themselves (McKnight and Shelsby 1984:24, Emlen 1983:40).

According to research, the environment in which a child is living has a great effect on the positive or negative factors that the child will experience. It was found that in crime-free rural areas latchkey children were not any more or less socially or academically adjusted than children who were regularly supervised (Galambos and Garbarino 1984:3). Other research consistently found that fear levels were less intense among children from more affluent suburban settings (Long and Long, Latchkey 1983:3, Adams 1985:4, Galambos and Garbarino 1984:4, and Rooney 1984:22).

Studies have shown the need for increased after school care for children to help alleviate the latchkey problem. The need for child-care services to be provided by others than parents has resulted from the increased numbers of single-parent families or families in which both parents work (Long 1981:3).

It was also found that the type of program that parents chose depended on cost, availability, and location of the program (Child Care ED 161760 1984). In order to have a successful program, certain things needed to be implemented. It was found that it was essential for these programs to provide emotional and intellectual stimulation in addition

to physical care for these children (Turner and Smith 1983:255).

Long concluded that one solution to the latchkey problem would be a coordination between the school calendar and the parents' work schedule. This would include lengthening the school day and year, or shortening the parents' work year, week, or day (Long 1983:16). Stromen and Duff suggested that businesses offer parents flex-time schedules to help meet their child-care needs (Stromen and Duff 1982:79).

Several researchers focused on the involvement of schools to provide after-school programs. School based programs were seen as the logical way to utilize the already existing facilities. The problem of transportation would be alleviated since the children were already at the schools. After-school programs were also viewed as a way to increase declining enrollments in school districts (Cramer 1977:15, McCurdy 1985:17, Seligson and others 1984:52).

CONCLUSION

The issue of latchkey children is neither new nor temporary. As long as there are working parents, there will be children without parental supervision for part of the day. Several researchers agreed that the positive or negative effects which children will experience during self-care will depend on the environmental conditions of each child (Galambos and Garbarino 1982:4, Long and Long, Latchkey 1983:18, Rooney 1984:19). Fear levels of some type were found to be less among children from more affluent suburban settings (Long and Long, Latchkey 1983:17). Future research on the different types of communities in which latchkey children live would help to determine the positive or negative effects on their lives (Galambos and Garbarino 1982:5).

Programs for school-age child care are expanding, and greater pressure is put upon communities to provide services (School Facilities Child Care Act ED 254317). Successful after-school programs have been established throughout the country; however, it is not the responsibility of one group to establish these programs. Help is needed from schools, businesses, parent-teacher asociations, local YMCA's, Camp Fire and Boy Scout groups, churches and parents for

successful programs to be developed (Levine 1978:59, Stroman and Duff 1982:79). Communities that choose to develop after-school programs need to plan the type of program that will meet its local needs (Strother 1984:293).

Adams, Diane, and Rhea Strupp, School-Age Child Care Parent Survey, Final Report, Eric, ED 251180, April, 1985. (6, 22)

Cramer, James P., Eleanor Felker, and Margaret Lucas, Latchkey: Developing Child Care Programs Through Community Resources, Eric, ED 153712, 1977. 13, 23)

Emlen, Arthur C., When Parents Are at Work: A Three Company Survey of How Employed Parents Arrange Child Care, Eric, ED 230265, October, 1983. (5, 6, 21, 22)

Fosarelli, Patricia D. "Latchkey Children," Journal of Developmental and Behavioral Pediatrics, 5:4, 173-177, August, 1984. (3, 7)

Frenza, Mary, Selected Issues in Elementary Guidance, Eric, ED 260368, January, 1984. (13)

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APPENDIX A

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RESUME

I. Student Qualification

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C. Education

1. Jackson High School (1974)

2. Ball State University (1978 B.A.)

3. I.U.S.B. (December 1986)

D. Employment

1. South Bend Community School Corporation (1979-present) - John F. Nuner, 2nd Grade

E. Qualification for this study

1. Latchkey Task Force, Grace United Methodist Church

2. Teacher with latchkey children in class

F. Interest

1. Learn different techniques to help latchkey children